

GOAL AND INDICATOR RECOMMENDATIONS

EARLY LEARNING

WORKSHEET

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING POLICY ADVISORY COMMITTEE	
OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Edit, Revise, Add or Delete)	INDICATORS
<ul style="list-style-type: none"> All children have access to high quality, culturally responsive early care and education that promotes their optimal development. 	A. There is a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.	1. Early Care and Education System Development and Implementation - Convene partners and provide leadership in the development and implementation of a comprehensive early care and education system that is aligned both across the spectrum of settings and with the full continuum of the educational system.	a) There is a clear plan for the early care and education system that describes the system, aligns programs and services across all types of settings and with the full continuum of the educational system (P-20), and defines roles and responsibilities of those involved in its implementation. b) Agencies and organizations involved in early care and education have a common understanding of the system and share ownership in ensuring access to for all children to high quality, culturally responsive early care and education. c) Funding for early care and education is identified and aligned to eliminate gaps and prevent unnecessary duplication. d) Early care and education programs and services are identified and aligned. e) Monitoring for system programs is aligned and coordinated among early care and education agencies and organizations.	
	B. There are health, safety, and quality standards for early care and education; support for attaining the standards; and a process for monitoring them.	2. Quality Early Care and Education Standards, Curriculum, and Assessment - Convene partners, provide leadership, and provide funding for the development and implementation of quality standards for early childhood care and education programs and related curricula and assessments.	a) Uniform quality standards have been identified and adopted for all early care and education programs in Arizona. b) Curricula and assessments that are aligned with quality standards are in use in early care and education programs throughout Arizona. c) There is an integrated data system for early care and education.	
	C. Arizona has enough high quality, culturally responsive, affordable early care and education	3. Quality, Access, and Affordability of Regulated Early Care and Education Settings - Convene	a) More regulated early care and education programs attain a rating of 3 stars or higher.	

GOAL AND INDICATOR RECOMMENDATIONS
EARLY LEARNING
WORKSHEET

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING POLICY ADVISORY COMMITTEE	
OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Edit, Revise, Add or Delete)	INDICATORS
	programs and settings to meet the needs of children and families in all communities throughout the state. D. Children and families have access to high quality, culturally responsive, affordable early care and education programs where they live and work. E. Families have a choice of schedules (part-day or full-day, part-year or full-year), type of provider, and type of setting.	partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive, and affordable early care and education programs.	b) More families know about the importance of quality and of selecting early care and education programs that have attained a rating of 3 stars or higher. c) More children are enrolled in early care and education programs that have attained a rating of 3 stars or higher. d) There are more quality early care and education programs available to families across Arizona. e) Quality early care and education programs are affordable for all families.	
		4. Quality of Family, Friend, and Neighbor Early Care and Education Settings - Convene partners, provide leadership, and provide funding to improve the quality of culturally responsive early care and education provided by family, friends, and neighbors.	a) Quality of care and education provided in family, friend, and neighbor settings is improved.	

GOAL AND INDICATOR RECOMMENDATIONS

EARLY LEARNING

WORKSHEET

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE EARLY LEARNING POLICY ADVISORY COMMITTEE	
OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Edit, Revise, Add or Delete)	INDICATORS
<ul style="list-style-type: none"> All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience. 	<p>A. Arizona has enough culturally diverse early childhood professionals working in a variety of capacities to meet the needs of Arizona's children and families in all communities throughout the state.</p> <p>B. Early childhood professionals meet specified educational/professional development requirements and continue their professional development throughout their careers.</p> <p>C. There are sufficient educational opportunities to meet the needs of early childhood professionals throughout Arizona.</p> <p>D. Early childhood professionals throughout Arizona have access to the education and ongoing professional development required to work in the setting of their choice and facilitate their professional growth.</p>	<p>1. Professional Development System - Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.</p>	<p>a) There is comprehensive and well-articulated professional development system within Arizona.</p> <p>b) More early care and education professionals have access to ongoing education and training to meet their professional development requirements and goals across Arizona.</p> <p>c) More early care and education professionals across Arizona have degrees and/or credentials in early care and education.</p>	
	<p>E. High quality professionals are recruited and retained in the early childhood system.</p> <p>F. Early childhood professionals are paid commensurate with other fields requiring similar education and experience.</p>	<p>2. Recruitment and Retention of Professionals in the Early Childhood System - Convene partners, provide leadership, and provide funding for the recruitment, adequate compensation, and retention of high quality, culturally diverse early childhood providers.</p>	<p>a) More high quality professionals are entering and remaining in the early education, child development, and health system across Arizona.</p> <p>b) More early care and education professionals across Arizona are compensated at a rate commensurate with other fields requiring similar education and experience.</p> <p>c) There are more qualified early care and education professionals who reflect the diversity of the community in which they practice.</p>	